

Elective Data / SLO Template for Principals/School Leaders

Guiding Questions*

Administrator's Name _____ School/Position _____ Date _____

Components	Administrator Responses
<i>Student Learning Objective (SLO)</i>	<p>1. State your measurable student academic SLO.</p> <ul style="list-style-type: none"> a. Does the content support attainment of PA Core Standards, international, national or industry standards? b. Explain why this particular objective was chosen and how it aligns with school and/or LEA goals? c. State your SLO in terms of the performance of students between two or more points in time (growth).
<i>Data and Evidence</i>	<p>2. Describe the data and evidence used to create and measure your SLO.</p> <ul style="list-style-type: none"> a. Identify specific data sources used in the data analysis process. b. What is the baseline data used for current student performance levels including student focus populations (ELL, special education, truancy, attendance, out of school suspension, free and reduced lunch, gifted, race/ethnicity, etc.)? c. Identify supporting evidence based upon an analysis of academic data, as well as an analysis of other supporting data such as (but not limited to) PVAAS school value add scores, state assessments, local assessments, national industry standards, and diagnostic testing. Analyze additional data to conduct a root cause analysis to determine areas of need. Also consider student focus populations such as ELL, special education, truancy, attendance, out of school suspensions, free and reduced lunch, gifted, race/ethnicity, etc. to support the focus of your SLO. d. Utilize the “Digging Deeper into Context Areas: Questions at the District/School and Teacher Level” documents on the SAS Portal for ELA/Literature, mathematics/Algebra I, and science/Biology for additional assistance within unpacking data relative to student growth. The following is a direct link to these documents within the SAS Portal: http://www.iu17-2.pdesas.org/Main/News/628377
<i>Student Population</i>	<p>3. Identify the student population(s) selected for this SLO.</p> <ul style="list-style-type: none"> a. What is the total number and school percentage of students selected for this SLO? b. What is the grade level? c. Does this student population(s) represent the majority of the school and/or does it represent a student focus group (ELL, special education, truancy, attendance, out of school suspension, free and reduced lunch, gifted, race/ethnicity, etc.)? d. Consider the level of impact your selection of particular student populations has on the overall performance of your school. Will focusing on your selected student populations maximize overall growth or should the student populations included within this SLO be broader in scope?

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<i>Action Plan and Timeframe</i>	<p>4. Describe the action plan and timeframe in reference to implementation, analysis of data, and reporting for this SLO.</p> <ul style="list-style-type: none"> a. The action plan should identify the data-driven strategies that will be used to successfully implement this SLO, as well as the approaches to reporting of results. b. The timeframe is a school year unless there is a compelling reason for a shorter or longer interval. If other than a year, please state the interval and provide the rationale for the change in the timeframe.
<i>Performance Indicators</i>	<p>5. Describe the expected results for students included in this SLO.</p> <ul style="list-style-type: none"> a. What are the expectations for all students and/or focus groups? If a focus student group(s) is identified, what are the expectations for these students? b. Describe how your expectations demonstrate the performance of students between the two or more points in time (growth) as defined in your SLO statement.
<i>Performance Level Measures</i>	<p>6. Describe the performance measures to be used to determine student progress.</p> <ul style="list-style-type: none"> a. How will you measure student progress? b. What are the performance measures or assessments used to provide on-going assessments of students' progress toward the goal? c. Do the performance measures/assessments meet the criteria established by the LEA, if applicable? d. What is the baseline and end of year data for student performance levels including student focus populations? Examples of data sources include (but not limited to) DIBELS, WIDA ACCESS, AIMSweb, CDTs, GRADE, GMADE, MAP, local benchmark assessments, etc.
<i>Principal Expectations</i>	<p>7. Describe what criteria will be used to determine the levels of Distinguished, Proficient, Needs Improvement, and Failing.</p> <ul style="list-style-type: none"> a. This needs to be agreed upon by both the supervising administrator and the principal/school leader. b. Describe the quantifiable measures of student performance, including baseline and end of year data and the specific level of performance needed to receive a rating of Distinguished, Proficient, Needs Improvement and Failing.
<i>Framework for Leadership</i>	<p>8. Describe your leadership role in facilitating the attainment of this SLO by referencing appropriate components within the four Domains of the Framework for Leadership.</p> <ul style="list-style-type: none"> a. The Four Domains of the Framework for Leadership are: <ul style="list-style-type: none"> i. Strategic / Cultural Leadership ii. Systems Leadership iii. Leadership for Learning iv. Professional and Community Leadership

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<p><i>Administrator Reflection</i></p> <p>To be completed by the administrator being evaluated.</p>	
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Activity	Supervising Administrator's Comments / Signature	Principal/School Leader's Comments / Signature
<i>Initial Conference</i>	Comments: Signature: _____ Date: _____	Comments: Signature: _____ Date: _____
<i>SLO Approved</i>	Signature: _____ Date: _____	Signature: _____ Date: _____
<i>Mid-Year Review</i>	Comments: Signature: _____ Date: _____	Comments: Signature: _____ Date: _____
<i>End of Year Review</i>	Comments: Signature: _____	Comments: Signature: _____

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	Date: _____	Date: _____
<i>Final Rating & Score (0 – 3)</i>	3 – Distinguished 2 – Proficient 1 – Needs Improvement 0 – Failing Criteria for each level will be agreed upon by both the supervising administrator and the principal/school leader during the initial conference.	